

Science

Animals including Humans

- Identify and sort living and non-living things.
- Know what living things need to survive.
- Know that humans have similar body parts and to name and identify these.
- Recognise differences between animals and humans.
- Name different body parts of some animals.
- Identify and explore the five senses.
- Identify and name common animals and their habitats.
- Know adaptation and special features of different animals for survival in their habitat.

Art

Exploring Watercolour

We will be learning:

- To identify properties of watercolour.
- To identify and discuss the work of artists who use watercolour.
- To use watercolour to work towards developing imagery from imagination.
- To display their work and reflect on the outcomes.

We will be covering these skills:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

P.E

Dance – Animals in the Jungle

- Respond imaginatively to a range of stimuli.
- Combine different ways of travelling.
- Move confidently and safely in their own space, using changes of speed, level and direction.
- Perform movement phrases using a range of different body actions and body parts.
- Perform dances using simple movement patterns.
- Move fluently, changing direction and speed.
- Respond imaginatively to a range of stimuli.
- Compose and link movement phrases to make simple dances with clear beginnings, middles and ends.



Year 1 Curriculum Map

Spring Term 1

Value: Love & Happiness

History

The Battle of Hastings

We will be learning:

- Who William the Conqueror was – key facts about his life
- What happened at the Battle of Hastings and who the contenders for the throne were
- What the Bayeux Tapestry is and how it is important to historians
- William's legacy of castles in England
- What a Motte and Bailey castle is
- What life was like in a Motte and Bailey castle
- Where there are local Motte and Bailey castles.

We will cover these skills:

- I can tell you which part of the story is important (key events).
- I can talk about and sequence the past and present.
- I can place historical events in order on a timeline using dates
- I understand how historians use sources to learn about the past.
- I can understand key features of events using different sources.
- I can tell the difference between History stories (fiction) and Historical texts (non-fiction).
- I can use different ways to represent the past (This could be timelines, pictures, writing, maps, etc).
- I can include a historical figure in my writing.
- I can compare events or people in the past to modern periods. (similarities/differences).
- I can name historical objects.
- I can explain what an object was used for.
- I can understand a time from an historical persons' perspective/point of view.
- I can think critically (explaining/reflecting/analysing).

R.E

What can we learn from stories and prayers of Jesus?

- Retell and suggest meanings to some religious and moral stories from the Gospels
- Recognise symbols and actions associated with prayer
- Ask and respond to questions about what Christian communities do to put Jesus' teaching into action – e.g. pray, run food banks, celebrate Easter
- Observe and recount different ways of praying in Christianity
- Explore questions about belonging, meaning and truth and express their own ideas using words, music, art or poetry;

PSHE

Dreams and Goals

- Can set simple goals.
- Can set a goal and work out how to achieve it.
- Understand how to work well with a partner.
- Can tackle a new challenge and understand this might stretch my learning.
- Can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them.
- Can tell you how I felt when I succeeded in a new challenge and how I celebrated it.

<ul style="list-style-type: none"> Describe what it feels like to breath quickly during exercise. Create linked movement phrases with beginnings, middles and ends. Describe what they have done or seen others doing Perform movement phrases and short dances with control and accuracy. Understand why being active and playing games is good for you. 	<p>Key Questions:</p> <ul style="list-style-type: none"> What kinds of prayer do we know about from different religions? Why are prayers very important to some people? What matters most when someone prays? 	
<u>Computing</u>	<u>Music</u>	<u>Important Dates</u>
<p><u>Grouping and Sorting</u></p> <ul style="list-style-type: none"> To sort items using a range of criteria. To begin to think logically about the steps of a process. To sort items on the computer using the 'Grouping' activities in Purple Mash. To introduce the term 'algorithm' to describe logically following a process. <p><u>Pictograms</u></p> <ul style="list-style-type: none"> To understand that data can be represented in picture format. To contribute to a class pictogram. To use a pictogram to record the results of an experiment. 	<p><u>In the Groove</u></p> <ul style="list-style-type: none"> Explore blues, baroque, Latin, bhangra, folk and funk Find the pulse as we listen to different styles of music Copy and clap rhythms Sing together in time Play instruments accurately and in time as part of a performance Improvise and compose a simple melody using simple rhythms 	<ul style="list-style-type: none"> 14.02.24 - Break up for Half Term

Literacy Overview

Text: Beegu by Alexis Deacon Theme: Similarities & Differences

The children will discover that a friendly alien is on the loose somewhere in the local vicinity and they need our help.

During this two-week sequence of lessons the children will:

- write letters of advice
- write character descriptions
- create an alien dictionary
- write reports on their own alien creation
- create their own alien narrative based on the story shape of Beegu

Text: The Odd Egg by Emily Gravett Theme: Similarities & Differences

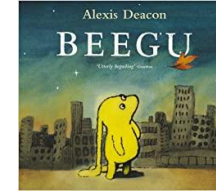
The children will begin by identifying different types of eggs and predicting who they might belong to, before exploring the text and its many PSHE and Scientific links.

During this two-week sequence of lessons the children will:

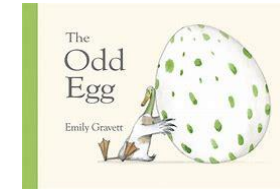
- explore thought and speech bubbles
- create a diary entry
- write a letter
- design a certificate
- create a non-fiction 'Egg Spotter's Guide' after research different types of eggs from the book

We are reading:

- Beegu by Alexis Deacon



- The Odd Egg by Emily Gravett



Numeracy Overview

Number and place value – focus on 1 more and 1 less/ 2 more and 2 less and 2 digit numbers

Mental addition & subtraction – Number bonds to 10 and 20, doubles and near doubles

Mental addition & subtraction - Add by putting the larger number first and counting on (numbers up to 100), spotting unit patterns; count on from 2-digit numbers; add a 1-digit number to a 2-digit number

Mental multiplication and division – Count on and back in tens from any number; begin to count in 5s and 2s recognising multiples of 5 end in 5 and 0; children begin to count in 2s; estimate a number of objects within a range and count by grouping into 10s or 5s

Geometry – Name, recognise and know the properties of 3D shapes: cube, cuboid, cone, cylinder and sphere; begin to sort 3D shapes according to properties; order and name the days of the week and months of the year; recognise and name the seasons